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ABSTRACT

Papers on the impact of information technology on library services and the provision of library services to ethnic and linguistic minorities which were presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Challenge of Electronic Technologies to the Information Society: A Call for Policy-Planning in the Library Field" by Alex Eisenberg (Denmark), which discusses the adjustment to new information technology required of the library profession, the principle of free services for all users regardless of type of information medium, and the role of libraries in the national and international information society; (2) "Multitype Library Cooperation in Illinois, USA," a description by Eva R. Brown (United States) of the development and services of the Illinois Library and Information Network (ILLINET); (3) "Library Services to Ethno-Cultural Minorities: Philosophical and Social Basis and Professional Implications," a discussion by Leonard Wertheimer (Canada) of heterogeneous societies and appropriate library services for immigrants and migrant workers; (4) "Networks: A General Principle of Library Development" by Gotthard Ruckl (German Democratic Republic), which lists fundamental aspects of public library networks in East Germany; and (5) reports of the IFLA Working Group on the Impact of Information Technology Upon Libraries Serving the General Public and the IFLA Working Group on Library Service to Ethnic and Linguistic Minorities. (ESR)

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INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS
PUBLIC LIBRARIES SECTION
LIBRARIES SERVING THE GENERAL PUBLIC DIVISION
PAPERS

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The challenge of electronic technologies
to the information society.

A call for policy-planning in the
library field.

by

Alex EISENBERG, Member of the Council
of the Danish Library Association,
chief librarian of Hillerød

The challenge of electronic technologies to the
information society. A call for policy-planning
in the library field.

Information technology is the key-word in an ever increasing number of contexts these days.

A quick look through the literature of the last 4-5 years will convince you that no other subject has enjoyed so much attention, so suddenly.

Even librarians nowadays think about it, although you often get the feeling they'd rather not.

The report from the European Economic Community on the challenge of new information technologies was an illustration of this.

Analysed, commented, reviewed and discussed in the data and telecommunications fields, but barely noticed by the library community in Europe.

However, we are often told to prepare ourselves for the coming information society. Conveniently pushed ahead of us into the future.

But it is about time we realize that the information society is not an end-result of a development.

It is here now, gradually - not revolutionary - but definitely changing our lives and our way of thinking.

We don't notice it because we are in the thick of it, not watching it from outer space.

And - we are adapting.

The library profession - at least the public library part of it - has been incredibly slow to recognize this, and we have seen a lot of conservatism in a field otherwise often labelled radical and progressive.

It is a paradox that information workers stay put when national communications policies, information strategies, computer ethics or even when general information policy issues are discussed publicly. Library politics are just as much information politics, and the profession ought to take this opportunity to inform the public that it actually deals with this "hot" subject all the time, and always has done so.

The principles of library services could very well become the centre of attention for many politicians, but only if we, the ⁴ information professionals, initiate

the debate.

In future it is going to be more essential than ever before that everyone can get the right information at the right time - and free of cost.

The information-rich are the decision makers, the rulers. The opportunity to become information-rich must therefore be available to everyone.

Our democratic society has always been based upon free and equal access to information, and the technologies do not change this, it merely emphasizes the importance of the principle.

Not only is the profession given better tools for providing the information needed and for quicker and more direct dissemination of it, it is also given a far better argumentation for its cause than ever seen before. Acceptance of information as the basis of all activities, all decisions, and of the creation of new ideas - and a recognition of the importance of this in a democratic society must inevitably lead to a new philosophy of the allocation of funds for library and information services, but also to a new and far more responsible and active philosophy to underlie the work of the information professional.

Times are bad, you might argue!

True! But the private brokers still manage to find their markets.

Are these markets not recognized by librarians, or are they too expensive to pursue?

If the latter we must increase our political argumentation. Not in order to compete disloyally with private business, but in order to convert a very unhappy trend towards unequal access to information - a trend which seems to go hand in hand with the trend towards electronic communication of information.

The opportunities are there . The future is here.

Let me add, however, that the lack of funding should not

be used as the universal excuse for failing to recognize the electronic media in libraries. In many cases they are superior to the printed media.

They must be integrated in libraries and the challenge of the information technology must be taken up - even if it means sacrificing the "holy" book-medium.

Information technology is not only a question relevant for debate in industrialized countries, nor is it only of interest to scholars and scientists.

Its impact is affecting any person in any country. We call it an "advanced technology", but it is based upon a very simple principle, which allows the world to consist of combinations of merely two "activities". "To be or not to be".

The technology thereby becomes applicable to almost any process - even to those of the human mind.

A new philosophy for the information society must not be created on a national scale, only. We must think in global terms as well.

If we ever really believe or wish that the developing countries can attain an acceptable living standard based upon the same technological level, the same "informational" level, as the so-called industrialized or "informationalized" countries, then we have to think radically.

It is obvious to anyone that closing the existing gaps cannot be done if our contributions to the developing countries consist of yesterday's technologies and methods.

To-day we know that the technological egg has come before the cackling hen - don't we?

We should not discard the theory that a technological "leap" is possible. It must be tried out.

In our field we ought to think in terms of knowledge transfer and information distribution on a large scale - and the vehicle for this process is electronic communication of information. The end-result a global information system.

The introduction of information technology in libraries has already provoked many changes in working methods, administrative routines, services etc.

Changes brought about not always to the joy of the librarian, but often as a necessary means of maintaining and improving services.

Widespread discussion of such subjects is already going on, but really they are only concerned with technicalities, mere trivialities.

The real challenge for the profession lies in the policy-planning area, as outlined in this paper.

To sum up my speech: The main areas of discussion are:

- ethical and educational adjustment of the profession when facing the challenges of the information technology and the new media.
- the principle of free services for all users regardless of the type of medium.
- the role of libraries in the information society. Nationally and globally.

In fact this point of discussion develops into a question of UAI - Universal Availability of Information.



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Multitype Library Cooperation in Illinois, USA

by

Eva R. BROWN
Multitype Library System Development Officer
Chicago Library System
Chicago, Illinois, USA

Meeting
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Introduction

Illinois is one of the north central United States of America, roughly the size of West Germany, with a population of 11.5 million, about half of which is concentrated in the Chicago Metropolitan Area in the northeast corner of the state (Exhibit A). Basic Illinois library statistics show 582 public libraries (excluding branch libraries), 160 academic libraries (in colleges, universities and professional schools conferring academic degrees), over 3,000 school libraries, and about 550 special libraries (in corporations, government agencies, museums, hospitals, industry, professional and trade associations etc.). Some of these libraries are well known internationally - the Universities of Chicago and of Illinois libraries, for example, and research libraries such as the John Crerar Library and the Newberry Library. Chicago is the home of the American Library Association and one of its strongest chapters, the Illinois Library Association, as well as of the national offices of the Medical Library Association and the American Association of Law Libraries. The Illinois State Library, however, is located in Springfield, the capital city of Illinois in the geographical center of the state. The State Library administers grants allocated by the federal government and by the Illinois state legislature. It has used a substantial portion of these funds to develop the Illinois Library and Information Network (ILLINET) with the goal, from the very beginnings, to provide equal access to library services and resources for all citizens in the state. We have not quite reached this goal yet, but we have accumulated some accomplishments and learned some lessons that may be interesting, helpful and applicable to library networkers elsewhere.

Historical Notes

Initiatives for progressive library development in Illinois have come from several quarters in our library community. Over twenty years ago, following examples beginning to develop in other parts of the country, the Illinois Library Association's Library Development Committee proposed a thorough statewide study, after discussions with representatives from all types of libraries across the state. The study resulted in a Plan for Public Library Development in Illinois. A major recommendation called for the establishment of a statewide network of public libraries. State legislation passed in 1965 created the public library systems, and within two years, 18 systems covered the entire area of

Illinois. The Library Systems Act also designated four large libraries as Research and Reference Centers and three additional research libraries as Special Resource Centers. This pre-computer hierarchy of back-up interlibrary lending and reference services, however, presents just the structural frame of the developing network. Local public libraries benefitted from membership in their regional system enormously. Centrally provided services, programs and resources enriched local libraries in many ways that were unthinkable to achieve by individual libraries alone. Librarians learned new ways to think and operate as they turned from isolation to cooperation - and they enjoyed it, with many of them adding whole new dimensions to their professional lives that they had not heard about in library school.

It was only natural that, before long, some librarians would take the next step and begin planning for cooperation with other "types" of librarians. After two conferences, one initiated by special librarians in the Chicago area, and another study - all funded by the Illinois State Library from federal grants - the first formal multitype library cooperative was founded in 1971. The proposal was developed by academic, public, school and special libraries in and around Chicago. With the help, again, of federal grants, the Illinois Regional Library Council created during the next ten years innovative services and programs, of which many were later adopted for statewide use. At the same time, the State Library encouraged the library systems to invite the participation of academic (1973), special (1974), and school (1975) libraries in their programs. In 1975, funding was made available to the systems to add to their staffs a cooperation consultant to work with the non-public libraries in order to improve access to all library resources for all users.

In spite of all this formality in structure, funding and service protocols, participation in library system services and activities has always been, and is to this day, entirely voluntary. But it is interesting that today only three of the 582 public libraries, 8 of the 160 academic libraries, and some 110 of the 550 special libraries are not yet affiliated with their respective system. School library affiliation has progressed with greatly varying speed across the state, and at this time, roughly 35% of the school libraries are participating. These statistics will soon change drastically, after we finally overcome the last barriers in the Chicago Library System, the last one in the state to begin affiliation of school libraries.

Although multitype library cooperation has become a daily way of life for Illinois librarians, two important issues have prompted us to draft yet another amendment

to the Library Systems Act. These issues are governance and funding. According to current law, the library systems in Illinois are still public library systems, with boards consisting of trustees from public libraries, and they are still funded only to provide services to their public library members. In recognition of the mutual benefits of cooperation with other types of libraries, many systems have gone a long way towards including non-public libraries in their services and programs, and many have formed advisory councils or created non-voting board memberships for non-public library representatives. These academic, school and special libraries, who contribute their share to cooperative programs, also wish to, and should, participate in the decision-making process. In terms of funding, the Illinois library systems are operating today with 1978 dollars, without relief for inflation and increasing demands upon their services.

Therefore, in 1979, the Illinois Library Association began the process of drafting changes in the Library System Act which will enable systems, who wish to do so, to convert to multitype library systems, with appropriate changes in their governance and provisions for additional funding. This process is still underway. The Illinois library community has endorsed the concepts in the proposed changes, and at this time the language is being put into its final form. The next appropriate time for introduction in the Illinois legislature will be in early 1983.

Library cooperation and networking received a strong boost at the national level in recent years. The resolutions of the White House Conference on Libraries and Information Services emphasized the need for improving access to library resources through library cooperation and a national library network. President Carter subsequently more than doubled the cooperation item in the federal budget, and even President Reagan's budget cuts have affected these grants only slightly so far. But, as you may know, current plans are to cut federal support for libraries entirely. At the time of this writing, we are urging our legislators in Washington to help preserve the already relatively low level of federal support, so that we may continue to build the networks we need to serve the needs of our population for ready access to library and information resources.

The Layers of ILLINET

The Illinois Library and Information Network - ILLINET - is evolving into a full-service network. Increasingly computerized bibliographic access to more and more collections created the need for a statewide delivery system. Access to specialized collections not open to the general public is made possible by a simple, but controlled, referral program. Cooperative continuing education and other kinds of professional interaction strengthen the human factor of

ILLINET. The following sections illustrate these major components of our multitype network structure.

1. Bibliographic Access

In the beginning, when the Illinois public library systems were established, each system designated a headquarters library - usually the largest in the system - to serve as the central resource and interlibrary lending center for all their other public library members. Requests for materials that could not be found within the system were then referred, usually by teletype machine, to one of four Research and Reference Centers in the state, designated by law and receiving support grants for lending their materials to the systems. These "R & Rs" are The Chicago Public Library in the North, the University of Illinois library and the Illinois State Library in central Illinois, and the appropriately named Southern Illinois University library. Microform catalogs and regular updates of the collections of these libraries were provided to the systems. If needed material could not be located at their level, the R & Rs, in turn, were able to refer requests to three Special Resource Centers - the John Crerar Library, the Northwestern University library, and the Regenstein Library of the University of Chicago. These libraries also have received support grants for this service to the statewide network. This pre-computer hierarchical structure is still in place and still serves its purpose to an extent, although technology has gradually superimposed a distributive network modus operandi, with more and more local libraries gaining online bibliographic access to each others' collections directly. In Illinois, the two avenues leading to eventual total bibliographic access are called OCLC (a nationwide online bibliographic utility for online cataloging of monographs and serials, interlibrary lending, acquisitions, and serials control and union listing) and computerized circulation systems.

OCLC, with currently over 3,000 participating libraries and well over 8 million titles in its data base, serves libraries through regional networks such as ILLINET. Unlike most others, however, the Illinois State Library absorbs all administrative costs for its ILLINET Bibliographic Data Base Service. These include a designated staff, statewide training programs, contract administration and accounting for OCLC service fees. This has encouraged 222 Illinois libraries of all types to participate in OCLC. By type of library, there are 42% academic, 26% special, 23% public libraries, 7% library system headquarters, and 2% school libraries now on OCLC in Illinois. In the Chicago Library System, where 27% of the academic and special libraries affiliated with the system are on OCLC (69 out of 252) - a large number concentrated in a relatively small area -

this constantly growing data base has the added value of a local union catalog with often direct physical access to needed materials. Several large research libraries in the city, that do not lend materials but encourage in-house use, are also on OCLC, thus facilitating referrals from other libraries. OCLC's serials union listing capability will be utilized in a new statewide program begun in Spring 1982, which will provide a substantial initial phase of an online union list of serials for ILLINET. The great advantage of the system is that it is hospitable to non-OCLC libraries and thus has the potential of becoming a comprehensive retrieval tool for statewide serials holdings. Until that time, Illinois libraries depend on some union lists generated by individual library systems and incorporating academic, special, even some school library holdings. There are also several subject-specialized union lists and a large, but dated, union list of serials holdings in special libraries in the Chicago Metropolitan Area. Negotiations are underway to bring these lists into the online system.

For the last few years, the Illinois State Library has encouraged proposals by the library systems for computerized circulation systems which would include libraries of all types. These programs are also funded from federal grants (Library Services and Construction Act) and are underway now. The configurations of these systems vary - in a few cases, several library systems joined in contracting for one computer system, others are using single library system-based installations. A few systems have several circulation clusters among their libraries, with the central computer located at system headquarters. Running parallel to this effort, a grant from the Illinois Board of Higher Education has enabled a number of college and university libraries to utilize the University of Illinois' Library Computer System (LCS) for automation of their circulation systems. LCS allows direct charge-out among the participating libraries. The library systems' headquarters also have LCS terminals for instant referrals of requests to the University of Illinois as one of the R & R Centers, instant information on availability, and instant charge-out of needed items. At the present time, systems are not allowed to enter the circulation data bases of the other academic libraries on LCS. When the library systems have achieved automation of their own circulation systems, this is expected to change. Unfortunately, not all these circulation control systems are compatible with each other. There are many historical, economic, even political reasons for this, and we can only hope that those interesting people working on technical linkages among various systems keep on working on their problems and that we are not going to lag too far behind in solving ours.

In a broader sense, the real problem is, of course, that at this time we find ourselves, at least in the United States, in a long period of transition from manual operations and service methods to computerization of just about everything except storytelling. Each of our libraries is at a different stage in this process, ranging all the way from those that have not yet been able to start their first automation project to those few who have accomplished the "total library computer system." In terms of networking and cooperation, this means that libraries whose holdings are widely accessible via OCLC or any other bibliographic utility, or via linked circulation systems, are more accessible to interlibrary lending requests than those that have not made that investment yet. Certainly in Illinois the sharing of our resources is not now as well distributed as it will become with progress towards the utopian moment when ready bibliographic access has been achieved to all libraries' collections. In the meantime, it is important that we remain aware of the transitory nature of the imbalances, and that we try to ease the resulting stresses without overreacting and possibly damaging our options for the future.

2. Reference/Information Services

Parallel to the interlibrary lending services, ILLINET channels reference and information services along the same lines, that is, from the individual library through the system headquarters, the R & R Centers, and the Special Resource Centers. Whenever reference/information requests can be satisfied by providing one or more books, photocopied articles, or other pieces of printed information, they are automatically converted to interlibrary lending transactions. Many individual libraries of all types and many library systems have enhanced their service capacities in this area by subscribing to computerized information retrieval services. In the Chicago Metropolitan Area, we also have a referral system whereby librarians may send users with specific needs for online searches to libraries subscribing to the appropriate data bases. Unlike interlibrary lending and reference services, which ILLINET libraries provide to each other free of charge, data base searches are paid for in a variety of ways - by the individual user either in full, or in part when subsidized by the local library or library system, or by the library or system entirely - according to local policy.

Again in the Chicago area, we have yet another way of extending reference services beyond the scope of the individual library's capabilities - the

Information Passport or Infopass program. On the surface a simple courtesy card, the Infopass is issued to users who need to use library collections in person that are not open to the general public. This includes especially libraries in private colleges and universities, and many special libraries in business firms, certain museums, professional associations etc. Before an Infopass is issued, however, a careful screening process takes place. When a user's information needs cannot be met satisfactorily by his local library, regardless of type of library, nor by using ILLINET channels, the librarian determines whether a personal visit to another library is indicated. A statewide directory, Illinois Libraries and Information Centers, assists in selecting the appropriate library. Over 1,400 libraries are described in this directory, with brief histories, open hours, collection statistics, subject strengths, special collections, and conditions of access information. An extensive subject index leads the searcher to one or more libraries in his field. The librarian makes the initial selection by the general rule that publicly supported libraries are to be used before privately supported ones. The referring librarian then assures by telephone that a visit by its user is welcome and when, and that, if specific materials are needed, these are actually available at the time of the visit. The main purpose of the Infopass program is to allow one-time, personal entrance to specialized collections not otherwise available to the general user. After the arrangement has been made, privileges may be extended at the discretion of the resource library and may include additional visits, in some cases even lending of materials. The program has been in existence since early 1973 and has reached an annual referral rate of almost 1,600 in 1981. It also has inspired two research papers (see Bibliography) and has been adopted by other systems in Illinois and other states, and there have been inquiries from abroad as well. When referrals to data base services were formalized, the Infopass form was simply expanded to what is now the Infopass/Datapass (Exhibit B). It is obvious that this type of program works best in areas of heavy concentration of all varieties of libraries, where physical distances are short. A most rewarding side benefit is the constant stimulation of librarians' awareness of other libraries collections, special services, and especially of their colleagues in all kinds of library environments.

3. Coordinated Collection Development

An attempt at statewide coordination of collection development at all levels of ILLINET was undertaken several years ago and resulted in the report, Toward

Cooperative Collection Development in the Illinois Library and Information Network (1977). Its recommendations include, for example, assignments of responsibilities for collection development at the local, system and R & R Center levels; compatible automation of cataloging and circulation systems; revision of the hierarchical interlibrary lending protocols; the establishment of a statewide delivery system; the introduction of a statewide library card; and a feasibility study on the statewide expansion of the Infopass program. We are still at the stage of partial implementation. As one of the Research and Reference Centers, The Chicago Public Library, for example, is following the recommendations and strengthening its collections in (1) general fiction, both English and foreign language; (2) general English language non-fiction; (3) resources to meet the needs of Chicago's business and industrial community; (4) expensive sets of general materials; (5) general/popular periodicals, with retrospective holdings; and (6) youth materials. Also in line with the recommendations, the Illinois State Library continues to serve as the primary source for Illinois and United States government documents (official publications) and has transferred its fiction collection on a long-term loan to The Chicago Public Library. A statewide delivery service has been established (see below); but we do not yet have a statewide library card. (We do have an Illinois Intersystem Reciprocal Borrowing Covenant providing for recognition of almost any public library card anywhere in the state.)

A number of other studies have recently been completed by smaller segments of ILLINET. One of the central Illinois library systems, the Illinois Valley Library System, commissioned a library research firm to assist in their Coordinated Cooperative Collection Development Project. A committee of academic librarians sponsored an extensive survey of present practices in resource sharing by academic libraries and of user needs related to resource sharing. The Chicago Public Library recently published an extensive collection development statement for its Central Library, which has been presented to the non-public libraries in the Chicago Library System and will be the working paper for a series of discussions with subject specialists in all types of libraries. The goal is to achieve a reasonable level of coordinated collection development and thorough understanding among all libraries in Chicago of their collection development responsibilities towards their own users and their expectations from other libraries. (See Bibliography)

4. Delivery Services

Most of the public library systems established delivery routes serving their member libraries early, if not immediately, after they came into being since 1965. In the early 1970's, several systems in the Chicago area established connecting points between their individual routes and also linked up with the University of Illinois shuttle route between its libraries in Chicago and in Urbana-Champaign in central Illinois. Since the fall of 1980, all systems across the state are connected by new daily routes, with a few exceptions in the central and southern parts of the state where some systems' routes connect with each other. Of course, not each and every ILLINET library is served with deliveries to the door. Many academic, school and special libraries use their local public library as their delivery connection, and several academic libraries serve as delivery contact points. For example, the downtown campus of DePaul University in Chicago also receives material for about 40 special and a few nearby academic libraries and notifies them when items have arrived. During the last year, the trucks, large and small, transported almost 500,000 items among libraries at a cost of about 60 cents per item, funded by another portion of the federal grant Illinois receives annually. The savings in packaging and postage to the individual libraries influence considerably their readiness to lend their materials to other libraries in the state. The statewide delivery service became a vital necessity after computerization began to increase the speed of identifying and locating needed materials. Long waits for the postman just would not do any longer. This is one very clear reminder of the rapid changes in library operations. How long will it be before we also deliver instantly, online, anywhere?

5. Continuing Education

Recognitions of similarities in continuing education needs among librarians in totally different kinds of libraries has led to joint planning of workshops and courses as well as to new attitudes in admitting "other" librarians to traditionally single-type programs. This is one area, however, where statewide coordination as attempted by the Illinois State Library as well as the Illinois Library Association has not been very successful. Only the annual series of approximately 40 training courses on the OCLC system and subsystems are designed, scheduled, and in some cases even taught by experienced OCLC librarians in cooperation with State Library staff.

However, local and regional continuing education opportunities planned and attended by staff members from all library varieties are plentiful, and it is easy to choose just a few good examples. Traditional workshops at the library system level on new aspects and current issues of library service have generally been opened up to non-public librarians, and they, in turn, are lending their experience and expertise to enrich these programs and to broaden the scope of subjects offered. The Medical Library Association's Continuing Education Courses have been hosted by several library systems, who have selected those courses whose subjects are of interest to other than medical librarians as well.

Librarians from any institution are welcome to enroll in graduate library school courses held at The Chicago Public Library. Prominent librarians from other areas of the country, who taught at a three-day library management seminar, were amazed at the ease with which a very mixed group of Chicago area librarians related to each other in the various group sessions. Community college staff teach basic technical service concepts to support staff from hospital, law and other special libraries and are not surprised, when staff members from academic libraries show up as well.

In general, it can be stated that, although ILLINET does not at present have a systematic continuing education program, programs planned at any level - local, regional or statewide - are seldom limited to narrowly defined groups of librarians any more. Sharing our educational resources in the library and information science fields has proven to be practical, cost-effective and most rewarding for the planners, participants and instructors.

6. Professional Interaction

When the first efforts at formal cooperation among all types of libraries were made in Illinois over ten years ago, we realized almost instantly, that the most formidable barrier to success in this area were the attitudes of the people involved - administrators, professional librarians and non-professional staff members alike. Those forward looking librarians who initiated the moves towards multitype cooperation encountered, in the broader library community, fears of being overwhelmed by "outsiders", of losing autonomy, and of coercion by bureaucratic authority, to name a few. Perhaps it was this reality that inspired the Infopass program, because it made it possible for librarians to experience this new dimension of cooperation at the person-to-person level. As the program got underway, they promptly found out that there was no flood outside their gates.

As in any other field, there will always be librarians who are perfectly satisfied to limit themselves professionally to their specialty and to their kind of library. Most librarians in Illinois, however, and anywhere else where cooperation has become a way of daily library life, have broadened their professional horizons greatly by constant interaction with their peers in other library environments, with great benefits to themselves and their institutions. As the awareness of the vast pool of expertise among librarians grew, the former Illinois Regional Library Council set about collecting data from Chicago area librarians on their specialized areas of knowledge, and eventually published a 200-page Directory of Human Resources (see Bibliography). The entries are arranged by subject, from Abstracting to Young Adults Library Service, with codes for type of expertise - consultant, employment experience, formal training, materials developed for internal use, etc.. There is even a section on experience with specific equipment categories. This effective quick reference tool serves to encourage greater use of accumulated knowledge among librarians and to increase the effectiveness of multitype library cooperation.

As is typical for a large metropolitan area, we have a large number of professional organizations in the library and information fields, local chapters of national associations, specialized interest groups and various user groups in and around Chicago. It is a rare librarian that belongs to only one or two of these - an indication of how interests and concerns have broadened. None of these groups excludes participation by any librarian of whatever kind. It became necessary, however, many years ago, to gather all available information on meetings, continuing education and training programs, conferences etc. in one place, so that it could be easily distributed among all librarians. Another purpose was to help avoid scheduling conflicts for those who plan these events. The Chicago Area Library Events and Activities calendar is still published bi-monthly by the Chicago Library System and has become, in addition to serving its original purposes, another stimulant for professional interaction among all of us.

It has its social benefits, too. When five of the larger groups - the special librarians, the information science (ASIS chapter) people, the law librarians, the online information retrieval users group, and the Chicago Library Club discovered that their holiday parties were all scheduled within one December week, they decided to pool their resources and have one grand party instead.

Another area of highly beneficial professional interaction is legislative lobbying. No matter whose interest are at stake at the time, representatives from all types of libraries support each others' legislative issues, both at the state and the federal level. This has not failed to impress our legis-

lators in the past, as shown by the successful history of the federal allocations for interlibrary cooperation, and we intend to continue to impress them in the future.

We have reached the point in Illinois where balanced representation of all types of libraries on statewide and systemwide advisory councils, project committees and the like is taken for granted, but is also closely monitored by all concerned. We have also arrived at a broadened understanding of the real differences and similarities among librarians, as opposed to the previously perceived ones. In fact, this author contends that it was this professional interaction among librarians, begun in pre-computer days, that paved the way for networking as we know it now. Without the opportunities to become knowledgeable about each other's working methods, needs and priorities, we might not now be flexible enough to work our way through stressful times together.

Conclusion

ILLINET has set its directions, and its current priorities are reflected in the components that are most vigorously implemented at this time. It is not a perfect network, and with our goal-setting habits often being very ambitious and idealistic, it may never be. Our main concern in this period of economic constraints has to be to maintain, if not increase, the momentum of development and to carry projects we have committed ourselves to, especially in the area of automation, to completion, as large and as expensive as they may be.

In our very small part of the universe, we do know, however, that our work serves directly to achieve some of the goals of IFLA's UAP Programme at the local and regional levels. We are here to learn from our international and U.S. colleagues different, perhaps better methods to further improve library and information services to our users cooperatively.

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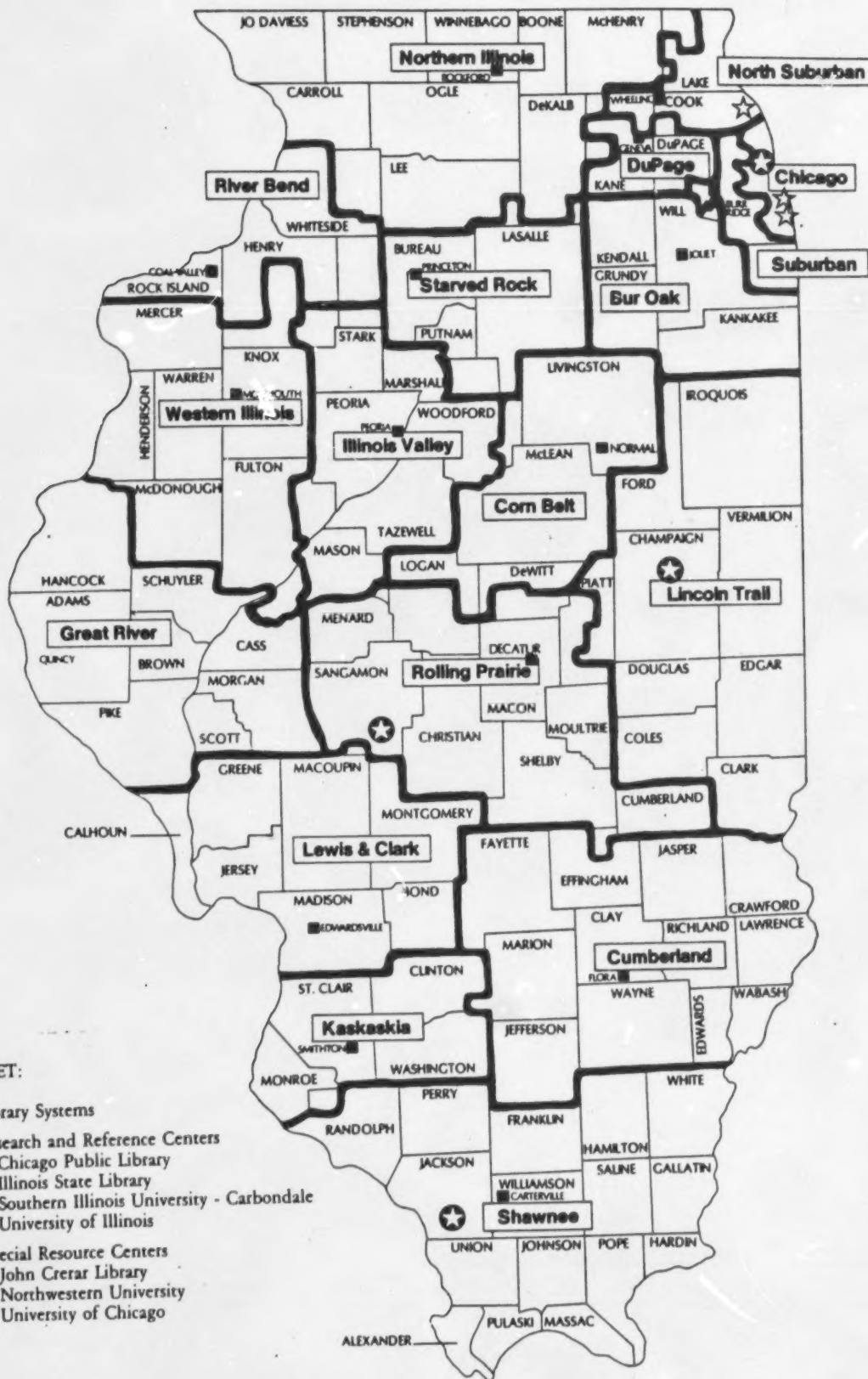
- * Illinois State Library, Centennial Building, Springfield, IL 62756 USA
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LIBRARY SERVICES TO ETHNO- CULTURAL MINORITIES:

PHILOSOPHICAL AND SOCIAL BASIS AND PROFESSIONAL IMPLICATIONS.

by

Leonard WERTHEIMER , Language Coordinator,
Metropolitan Toronto Library Board (retired)

Library Services to Ethno-Cultural Minorities:
Philosophical and social basis and professional implications.

by

Leonard WERTHEIMER
Languages Co-ordinator, Metropolitan Toronto Library Board (Retired)

The formation of the Working Group on Library Services to Ethnic and Linguistic Minorities, in whose presentation to-day I have the honour to participate, responded to the wishes and needs of librarians confronted with users alien to their experience, and for whom their training had not prepared them. In as few words as possible I would discuss the rationale of this specialised library service, the why, and briefly the what. I am very glad to do so, for I have observed that along with the welcome growth of this service and its heavy and immediate demands on the staffs involved comes a marked emphasis on the mechanics, on the how.

In addressing the subject of library service to linguistic, ethnic, or cultural minorities, it is essential to define the meaning and limits of concepts. Minorities are constituent parts of a political organism whether it be a state or federation of states. Minorities differ from the majority or dominant group by one or several features such as language, religion, culture, occupation, race. Throughout history minorities have come into being through conquest, royal marriages, voluntary federation, and migration. Their treatment and civil rights have varied enormously. Ancient Rome, for example, allowed some vanquished nations to continue their way of life against payment of tribute, destroyed others completely, or incorporated them, making the inhabitants Roman citizens.

There are to-day few states with a homogeneous population. The greatest diversity may be found in the Soviet Union or India. Other officially multilingual countries are Switzerland, Yugoslavia, Belgium, and many African countries. Nor is there uniformity in the treatment of languages spoken. Russian is the common language all over the Soviet Union along with those of the individual republics. In Belgium, on the other hand, there are two national languages, each ruling within its ethnic territory, in contrast to South Africa, where, two official languages enjoy equal rights over the whole territory. In each case

the language situation has important projections into the social, educational, and cultural sphere, not to mention the political. It is indeed a rare country which has not one or more minorities. The minority library^{users} have in mind, however, and who present certain problems to many libraries, are ethnic, linguistic, or cultural groups living within a larger and dominant group, rather than homogeneous entities in their own area. In fact I should narrow down my terms of reference further: roughly speaking my knowledge is confined to immigrants and their descendants in Great Britain, North America, Australia on the one hand, and temporary migrants, "Gastarbeiter", in Germany, France, Switzerland, Belgium and Scandinavia on the other. There is some overlap and also some dualism in some of these cases: Immigrants to Britain from the West Indies initially come for a limited period of working and retain their option to return, unlike immigrants to the Americas and Australia. Conversely in some countries there is the possibility for "Gastarbeiter" to acquire full citizenship in the host country, a possibility often realised by children born there.

A second concept to which various words are applied can be seen in the name of this Working Group. I take the liberty of departing somewhat from your own definitions in that I do not see a clear difference between ethnic and linguistic minorities, and I want to include the culture criterion too. Over the years I have tried different word combinations to express this idea and now like best 'ethno-cultural' minorities. This covers both theory and reality. "Linguistic" is contained in the idea of ethnicity and not in contrast to "ethnic".

The meaning of ethnicity I prefer as the most practical for our purposes has been formulated by Prof. Isajiw as follows: "An involuntary group of people who share the same culture, or descendants of such people who identify themselves and/or^{are} identified by others as belonging to the same involuntary group".¹ Wynar is somewhat more specific: The difference between the non-ethnic American and the ethnic American is that while the former has lost the link with his past heritage, the latter has chosen to retain it, to take pride in it, and to enrich it, by adding to it American-created cultural form.²

More and more we are coming to be aware of the idea of ethnic identity evolving through "acculturation" and "integration" to eventual "assimilation", and to know the resistance to and denial of this process by certain ethnic groups, their determination to remain as they were when they left the homeland. It is, therefore, relevant to distinguish the concepts of acculturation, integration,

and assimilation when discussing ethnic identity, its relation to multiculturalism and the implications for library programs.

In 1970 the Canadian Royal Commission on Bilingualism and Biculturalism attempted a clarification of these concepts. "Acculturation", they wrote, "is the process of adaptation to the environment ... implies that minority groups are able to adapt and to find meaning in the culture of a wider society." "Integration", they continued, "does not imply the loss of an individual's identity and original characteristics or of his original language and culture ... Integration entails that minority group members have begun to participate in most aspects of native social life." Both acculturation and integration can occur without assimilation. "Assimilation implies almost total absorption into another linguistic and cultural group."³ What is always meant, of course, is assimilation by the dominant group.

The Canadian Royal Commission also introduced a new concept, "multiculturalism", reflecting the national enrichment that so many cultures of the world have brought to our country. The term, so familiar to us, is a concept of the 1970s, particularly in Canada and Australia. To-day's concept of multiculturalism has been developed by theories, discussions and public actions. Searching the roots of the word, we find that "culture" in a sociological-anthropological sense is defined generally as a way of living, working, and thinking; more particularly as food, dress, art, customs, family mores, ethics, religion, and philosophy. As an "ism" multiculturalism is subject to a variety of interpretations. In the words of Norman Cafik, a former Canadian Minister for Multiculturalism "the concept of multiculturalism is very simple. We believe as a nation that our country is stronger, will be more united, will have more depth, breadth, value and vibrance if in the act we not only allow, but encourage our people to remain themselves ... what we are trying to guarantee is that all people of this country are treated equal and that recognition is given for the tremendous contribution that they have made in all walks of life."⁴ And Rosemary Brown, a politician from British Columbia commented, with a note of warning: "The vision of a true multicultural society is one in which ethnic groups retain their cultural forms and are encouraged and supported in this by the rest of society because it is enriching, expansive and socially very good. Multiculturalism should not and must not be a situation where ethnic groups retain their cultural identity because they are alienated, isolated, oppressed, ostracised, categorized and manipulated

on account of a particular background. In other words, what we must ensure and protect ourselves against is multiculturalism becoming a fancy word for ghettoization."⁵ And finally, from Australia: "... the willingness of the dominant groups ... to promote or even to encourage some degree of cultural and social variation within an overall context of national unity... Pluralism, as here defined, implies first and foremost tolerance and respect for cultural differences by all members and institutions of Australian society ..."⁶

Simply taken, when we talk about a multicultural country we mean a society with two or more ethnic groups, more or less maintaining their identities.

I should now like to turn to the process which creates a multicultural society - migration. A demographic change caused by immigration is bound to produce a trauma, both in the recipient country and on the immigrant. Let me dwell a little on some points. Immigrants and migrants leave home and country mainly for political and economic reasons to go to other countries for permanent settlement or for a period of contract work. Since individuals, groups, or nations are protective of their way of life, their "identity", the welcome extended to new fellow citizens was not always equal to what the latter were expected to contribute. Reactions varied from uneasy co-existence to dislike, to open hostility. They took the form of job discrimination, or employment at lower pay than that accorded to the native-born, or residential harassment, and in extreme cases violence. There was "a failure to appreciate the value of diversity, a tendency to resent rather than to welcome enriching differences."⁷ I shall show later that government, school, and library have a distinct role in correcting such negative reactions. But let us first study the source of these reactions, the migrants. With the arrival in a new country a culture shock of varying severity is the immediate result. The effect may subside within a short time, or it may last for generations. Much depends on the character of the society into which the migrant has moved. In any case, his way of life is immediately affected and, to a greater or lesser extent, changed. This happens even before he has set foot in his new country (*Note: His stands also for her, he for she) "... the moment an emigrant steps aboard a plane, a ship, or a train en route to another country, he has already ceased to be a Portuguese, a German, a Scot, or whatever."⁸ The process of becoming a citizen has begun and very shortly after arrival the 'foreigner' becomes acculturated in the supermarket, integrated in the local political association, and assimilated in the office or factory.

Unfortunately migrants found sometimes in the new country their homeland and heritage despised. Even as recently as 1971 Canadians had to be reminded that "every society has its own cultural treasures which it cherishes with pride ... every minority has problems, the problem of survival, the problem of keeping alive its history, its language, its traditions, its songs, its legends, its identity. When the majority in a society is as cruel as majorities have often been, not only are minorities crushed but the spirit of that society, the soul of that society, is destroyed."⁹

To-day in many lands one's mother tongue is a source of pride and identity and has become a heritage to be cherished and learned anew for "language is an essential expression of culture ... a natural vehicle for a host of other elements of culture."

The initial culture shock wears off as migrants settle into their new society. But for some this does not happen. I am thinking of the migrant workers, a post-war phenomenon described by Fest: "In Europe after World War II a form of migration was practiced which was beneficial both to the migrant workers and for the countries of origin and reception, but has remained controversial because of its contradictions and social consequences. On the other hand, this specifically European pattern of migration decisively changed not only the existing traditional ideas about immigration, but probably immigration itself."¹⁰ The bulk of these European immigrants came and to some extent still come, from South and South-Eastern Europe. For a long time their existence was only noted in relation to the work for which they were contracted. No attention to sociological or cultural factors was given, since it was assumed that after three or more years they would return home, to be replaced by other migrants: the pattern of rotation according to a pre-determined plan. But, as so often happens, matters developed in a different direction. Listen again to Fest: "Migrant workers no longer stay temporarily, but permanently, their ties to the homeland weaken, the seductions of a consumer society become stronger; and they are faced with a decision to return to their homeland or to bring their families abroad. When this happens the receiving country gains an ethnic or racial minority. If the minorities cannot be assimilated, ghettos develop. In Western Europe's welfare states the social institutions of the migrants soon demand equal social treatment and ultimately political rights. Pressure for cultural assimilation grows ... Above all, the children are torn between these divergent loyalties. They are caught between cultures and become, to use a common phrase, illiterate in two languages."¹¹

In due course governments, educationalists, social workers became alerted to the varied and indeed often conflicting needs of the Gastarbeiter, of which the most pressing were the education and orientation of children born in or brought into the host country. Would they remain there, or would they return with their parents to the home country? In the first case they would have to receive education, training, and job opportunities equal to those of natural-born citizens. In the second case they would have to receive an education enabling them to function in the home country. Both objectives are pursued to my knowledge in the Federal Republic of Germany, Sweden, and probably in other West European countries too.

In Canada we have many sociological studies of immigrant groups, even unto the tenth generation. From these emerge several basic patterns showing the kinds of library service needed. First the adult newcomers, who are encouraged to learn English or French in order to cope with daily life. Their children, depending on age and previous schooling, have usually less difficulty of learning the national language, but their problem is possible alienation from their family through loss of language. They and succeeding generations must be enabled, should they wish, to learn or retain their parents' language. All of them should have access to good literature of their home culture.

From this rather lengthy laying of foundation we can now move to the role of the public libraries. Obviously the immigrant or migrant is part of the library's public and has^a claim to be served like all citizens; perhaps he is so served if he commands the prevailing national language. However, in the words of Montheria Hightower, a U.S. librarian, "society operates in a constantly changing environment which makes new demands on types of service and on programmes as well as on the quality of service."¹² Looking back 75 years or so we find that the first efforts of the librarians who pioneered in the multilingual field were directed towards enriching their book collection, and towards helping immigrants to learn the national language. Later, community-orientated librarians organized ethnic events with ethnic foods, songs, and dances in "national" costumes. To-day, the fostering of a rich, harmonious, and knowledgeable multicultural society is our main objective. Such a society is promoted by the provision of print- and non-print material for the support of newcomers and the education of the wider society. That means that our efforts should not be limited to the immediate need for books in the language of the newcomer, pressing though this

problem may be, but should encompass cross-cultural enlightenment. This is more than the usual two-way experience between each ethnic group and the host society, but a process of intercultural interaction in all directions. Madeleine Cooke of Britain believes "that the responsibility of all public libraries is to ensure that everybody living in this country has the opportunity of learning something of the background of the various minorities."¹³ Similarly in Australia multiculturalism "involves a concern for and a duty to the whole of ^{the} Australian community about the forces that shape our society and our attitude towards cultural and social differences."¹⁴

Service to migrant workers has differed somewhat from the above principles. As can be understood the extent of library service is largely related to the migrant's level of education and desire to use facilities provided. Generally speaking that desire is in many cases severely circumscribed by functional illiteracy, indifference towards official institutions, or simply exhaustion after heavy physical work. The main efforts of libraries, therefore, such as the Frankfurt Stadtbücherei, have been directed at foreign children and this was also reflected, in Germany, in the acquisition programme of the EKZ, the central purchasing agency.¹⁵

Libraries are ideally constituted to provide opportunities and facilities for collaboration not only among leaders of various ethnic groups but also with the leaders of the larger, multi-ethnic organisations.

Librarians are not educators, nor social workers, but are facilitators and can contribute their expertise in promoting other adult education ventures and ensuring that programmes are structured as smallish discussion groups where intellectual and social interchanges are well balanced.

Turning to our targets, ethnic groups, we must remember that their needs are quite diverse; the "ethnic" criterion is simply not enough. Within each such group there are differences of class, religion, generation, education - and, of course, variations of these differences among different groups. As Vallée expressed it: "At the time of settlement ethnic groups are relatively homogeneous, but with passage of time they develop complex internal differentiation along several dimensions and the complexity is increased by the influx of new members - especially if they occur after a long period during which no new members have been recruited by immigration."¹⁶

All these differences determine the scope and extent of the specialised services planned for them; to think that all immigrants are illiterate peasants or fishermen would be a fatal error.

While new citizens are, of course, encouraged to use the normal resources of our libraries it is desirable that in addition an adequate number of materials: books, newspapers and periodicals, discs, tapes, be in as many community languages as possible and that for several reasons. Such materials facilitate retention of the mother tongue, they keep the reader in touch with the culture and developments in the former home country, and initially serve in this way as a familiar oasis in an unfamiliar environment. But the variety of languages, the difficulty of acquisition, cataloguing and promotion make ethnic services considerably more expensive book-for-book, loan-for-loan, compared with general services. Providing this admittedly costly additional service is not just charity: a happy, contented immigrant will be better able to integrate and make his contribution to the economy of the country. And, of course, the immigrant is not the only one to benefit from this more costly service: a good collection opens access to world literature for the entire library clientele. In the matter of costs it is always useful to reflect that the ethnic citizens pay taxes like everybody else and have a right to have their special needs attended to, within obvious limits.

On the whole a great deal of thought has already been given to exploring the mechanics of book acquisition. Marie Zielinska's excellent report of the first meeting, held last year, mentions two important publications: 1. a Scandinavian manual, then in the process of publication, and 2. The handbook for multilingual collection development of the Los Angeles Public Library. To which I want to add "A guide for developing Ethnic Library Systems" by the California Ethnic Services Task Force. It is thus not necessary for me to repeat here what has been well stated elsewhere and what is easily available. Rather would I detain you a bit longer on the deeper aspect of service. From experience and observation may I suggest that the decision to serve the reader with material in unofficial languages must be based on the well-established library ideal of helping the reader to enlarge his life with material of quality, whether used for information or recreation. Reading as I understand it ought to be more than physical exercise for the eyes.

After a generous supply of materials is selected, bought and processed,

library use still has to be promoted through a wide range of outreach programmes. To secure the interest and participation of new users libraries have to rely on bilingual and bicultural staff. But we should heed the word of caution offered by an Australian colleague: "... it does not follow that bilinguals are biculturals and thus attuned to the real expectations and experiences of their clientele. Some 'multilingual' individuals are unable to appreciate the subtle differences which set apart individual ethnic groups and subgroups."¹⁷

To find competent persons is still very difficult. "Special demands are made on libraries in their work with immigrants, but the formal training available for this type of work has been limited."¹⁸ The authors of this quote made their observations in Sweden, where in fact such training is given. Several American library science schools have special curricula or even full courses for librarians serving Blacks and Spanish-Americans. Courses are also offered in British, Canadian, and Australian librarianship schools.

As in all likelihood such specialists will be in short supply for some time to come, it is essential for a successful outreach programme that the entire staff of a library system be kept aware of resources and programmes available to users of different linguistic and cultural backgrounds. Not only aware, but interested and committed, and willing to identify users and direct them to the best sources for their needs and interests. To say it once more: minorities are one part of the whole and thus concern the entire library operation.

Now what has all this to do with IFLA? As good librarians you are conscious of the difficulties in the way of realising our objectives. The overall purpose of our Group, as I see it (and may I recall that I am one of its fathers - or should it be mothers? or persons?) is to look at our common problems and see whether and how they can be solved cooperatively. In the short time of your Group's existence you have already performed sterling work, fully in the spirit of the words of Britain's Madeleine Cooke: "It is only through increased cooperation in the selection and acquisition of vernacular language material that the majority of library services can hope to deliver a more effective service ... at a realistic cost."¹⁹ In no other branch of library service is the sharing of information, facilities, and material so important and economically desirable as in that dealing with material from foreign countries. Working groups of committed librarians exist in at least Britain, Canada, Germany, Sweden, and

Australia. Two Multilingual Services Committees exist within the American Library Association, and all of them try to cope with common problems, foremost of them the vexatious one of acquisition. The further a library authority is from the country of production the greater is the difficulty of monitoring the book market. Quite apart from the geographic factor, there are others such as: 1. Bibliographic information (usually in the language of country of production); 2. Evaluation (more than reading knowledge of language required); 3. Business communication (often only possible in vernacular); 4. Cataloguing; 5. Different scripts. Right now many library authorities "do their own thing" at great expense and with variable success. To some extent that is their natural inclination, as described by Clough: "Librarians understandably prefer to select books for themselves and it might indeed be said to be the highest skill a librarian can exercise. This necessitates, however, the availability of a range of books from which the selection can be made, or alternatively, bibliographic aids or lists ... it also calls for the ability to read in the various vernaculars..."²⁰

That knowledge and that ability are hard to find outside the largest library and even then would be very costly. To assemble a collection of print and non-print material to an acceptable standard of quality, and at an affordable unit cost resources must be pooled and shared within countries, across countries, and even across oceans. I believe that the Swedish Bibliotekstjänst is the best model to emulate, possibly to become the senior partner in developing an international clearing house and a chain of depots. To do that the administrative cost must be minimal and the spirit of cooperation maximal. Let us prove Clough wrong where he stated that in the matter of cooperation most librarians adopt "an attitude of stern self-sufficiency."²¹

Even a keynote address must come to an end. We have seen that heterogeneous populations within a country, from whatever causes, present the picture of a mosaic or a batik comprising different languages, different cultures, traditions, ways of life, and which somehow have to be reconciled to form a harmonious whole. In this address I limited the treatment to immigrants and their descendants on the one hand, and to migrant workers on the other. I hope to have shown that each group has special needs and, as a constituent part of citizenry has a claim to service by public libraries. I have also touched on some specifics of such services, their particular difficulties, and how a distinguished organisation like IFLA might overcome them by cooperative consultation and action.

I would not want to conclude this address without sharing with you some concern I have over the ultimate goal. Now, if there is anybody here who is antagonistic to the whole idea of serving minorities, who says "Why dont they speak English", "Why dont they speak French, Swedish, German etc.", would he please go outside, or at least plug his ears until, within a few minutes, he sees applause indicating that I have finished.

Library service to minorities is bound to attract support from staff, administrators, even politicians who are motivated by understanding, compassion, and generosity. It is easy for such feeling to take hold of a person to the extent that a sense of proportion is threatened. But once we have decided on establishing a special service, we should not neglect to clearly define parameters and limits.

In Sweden, the Central Government recommended in 1974 that public libraries should have as many books or other "media units" per capita for immigrants in their native languages as they have per capita in Swedish.²² While this recommendation may be correct for Sweden, I would hesitate to base book provision on a body count, and that for several reasons: 1. the material may simply not be available in sufficient quantity in the home country or, if available, not suitable or desired by the immigrant reader; 2. it can happen that a numerically small group has a greater need for material (on account of education, interest, or occupation) than a large group; 3. it is in the interest of neither the immigrant nor the rest of the population to obscure the fact of immigration. Except for refugees from persecution, immigrants come by choice, and should want to integrate as much as possible into their new country. This means also that within a reasonable number of years they must learn to use the normal library resources available to all taxpayers. To institute completely parallel library resources would create ethnic ghettos rather than what I liked to call cultural oases.

And another word of warning. We have agreed on the enrichment brought to a country by immigrants from other parts of the world, and on the desirability of retaining language and ethnic identity. But here again there are limits. Not all traditions and ways of life travel well. Do we want female circumcision, feuds, locked-up women? There are some who "want the material advantages of living in a free and wealthy society without change to the life they have volun-

tarily abandoned." ²³ Librarians and politicians are, through lack of information, vulnerable to "vociferous self-appointed 'professional ethnics' ... Ethnic identity is an aid to integration and should not be an objective per se, or it will act as an ingredient for separation."²⁴ Let us hope that for most of us this danger is still remote, but in Australia, where the above quote comes from, it is apparently perceived.

And now to work! And let us also prove Jes Petersen wrong who told an IFLA seminar three years ago: "... only a few of the many suggestions have materialised and the library work as a whole could be characterised as one dominated by good intentions more than by achievements of a practical nature."²⁵

You need not applaud.

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FOOTNOTES

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Networks — a general principle of library
development

by

Gotthard RÜCKL

President

Library Association of the German Democratic Republic

Director

Central Institute for Librarianship

Berlin, German Democratic Republic

Networks - a general principle of library development
(Based on GDR experiences with libraries serving the
general public taken into special consideration)

Gotthard Rückl, Library Association of the GDR

1. The term 'network' and its general application to the
GDR library system

1.1. Definition

Internationally, including the library sphere, the term network is frequently defined and used in different ways. This paper starts from the following point of view:

- on principle network refers to a linkage among different parts and components with similar concerns and objectives directed at establishing nationwide social and subject-specialized relationship;
- these relations can be expressed by subordination, co-ordination and co-operation;
- the role played by the different components and their positions determines their functions within the network;
- networks of social institutions (under Socialism libraries are social institutions) develop within the basic structures of the society;
- networks are always established in order to guarantee respectively optimize the implementation of projects and concerns by all parts of the network.

1.2. Fundamentals of library networks in the GDR

In applying these criteria to the libraries of a country, in this case to the GDR, the point is to serve the needs of our population for ready access to library and information resources in the best possible way by means of library use in accordance with the principles of IFLA and UNESCO included in UAP (Universal Availability of Publication).

In this respect certain basic tasks are set for and particular responsibility is assigned to every library by library legislation.

"In the course of the development of an advanced socialist society it is the main concern of the libraries to collect and provide books, periodicals, sheet-music, audio-visual materials and publications of all specific and scientific fields and make them accessible for research, science, education and leisure-time as well as to provide information services. The libraries have to cope with specialized and growing needs, interests and requests of the society and the users of all age-groups, occupational and educational groups for ready access to library and information resources." (cf. § 2 (1) of the Library Act)

"The libraries are solely responsible for implementing their projects and organizing socialist co-operation

among the libraries. In order to make effective use of existing capabilities of the library system, of an efficient co-ordination of individual library activities and of automated resource sharing the libraries while being independent and autonomous co-operate within library networks." (cf. § 10 (1) of the Library Act)

The following relations have proved to be the most essential and constant ones with regard to the creation and operation of library networks:

- resource sharing and local distribution of institutions,
- bibliographical access,
- extension of interlibrary lending,
- bibliographical and information activities, publicity work,
- exploitation of resources and experiences in the fields of organization, technology and methodology of library work.

In order to guarantee library co-operation, mainly realized within the development and efficiency of library networks, the Library Act of the GDR reads.

"The heads of governmental authorities, institutions and enterprises which libraries are subordinated to are responsible for establishing multitype co-opera-

tion among their libraries and other libraries in order to guarantee efficient library activities and an optimum exploitation of resources and staff."

"The Library Association of the GDR is recommended to promote socialist co-operation within the library system by stimulating and supporting various kinds of co-operation and exchange of experience among libraries of different types and spheres."

The implementation regulations of the Library Act also contribute to creating co-operation and networking within the GDR library system.

Thus, according to its Statutes the Central Institute for Librarianship (ZIB) as a national governing body is responsible for encouraging regional networks and promoting the development of socialist co-operation among libraries, educational institutions and those institutions covering scientific-methodological activities.

The German Library serves as national research and reference centre for bibliographical work and for the organization of a co-ordinated bibliographical information system.

The German State Library was designated as national research and reference centre for interlibrary lending and union cataloguing and is assigned with the co-ordination and control of the library work in this area.

The Methodological Centre for research libraries and

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information centres of the Ministry of Higher Education serves as national co-ordinating centre responsible for developing central special libraries and for organizing special library networks.

The 7th Implementation Regulation of the Library Act provides for objectives and conditions for the organization of special library networks.

The 5th Implementation Regulation of the Library Act provides for extensive regulations concerning networks of public libraries subordinated to local authorities which will be referred to later on.

In line with these principles and provisions library co-operation, especially library networks, has become a general principle of the socialist library development of the GDR. Local, regional and special (according to special fields) library networks are organized in order to create an integrated socialist library system based upon resource sharing and co-operative activities and affiliated to the national information system of the GDR.

2. Fundamentals of public library networks

2.1. Objectives and activities of public libraries as basic components of the GDR library system

The national library system of the GDR can achieve its objectives, i.e. to cope with the growing and various

demands and needs of the society and to support the effective solution of the problems of the socialist state by providing library and information services, only by resources sharing and multitype co-operative activities. The public libraries as special type of library represent an essential element of the national library system of the GDR exerting great influence on its structure.

The activities of the public libraries are directed at providing equal access to library and information services and resources for all citizens of the socialist society.

These activities and objectives of the public libraries decide crucially on their resources, their use and all the basic requests on them. Their specific characteristic position within the society and towards other libraries and social spheres results from those activities and objectives.

Public libraries provide direct services for every member of the society, for every section of the population as their potential users.

Unlike public libraries special libraries, libraries of institutions and organizations first of all provide services to certain groups and sections of the population.

In contrast to many other libraries, for example special libraries, the activities of public libraries concentrate on an all-round development of socialist personalities and

and of their creative abilities.

Without any doubt, these libraries also exert influence on the development of personalities, on their education, on the formation of their attitudes but in general they are not expected to provide services to leisure-time and cultural activities beyond their special sphere of activity. Public libraries are characterized by their universal resources.

Acquisition of resources, i.e. books, serials, newspapers and audio-visual materials, depends on functions of and requests on the public libraries according to the objectives of the nationwide social development, of the regional development and by taking widespread requests into consideration.

Indispensable concerns of the public libraries as systematically organized socialist library institutions are both to cope with the needs linked to their particular resources and to provide library services to all social spheres.

Based on co-operative activities with other spheres of socialist librarianship, above all interlibrary lending, the public libraries make the resources of every library available for their users. Thus the public libraries contribute indirectly to meeting every demand, to providing library services to every member of the society, especially to those citizens who have no immediate access to libraries.

Public libraries provide services to every member of the population (inhabitants) thus involving the whole country with different population density and structure.

In order to guarantee the citizens' equal right to access to book provision and library use public libraries have to be established everywhere and represent the most frequent type of library. Public libraries are subordinated to local authorities that in this way make use of their responsibility for meeting user needs on libraries and library use. Implementation of public library activities is mainly influenced by the territorial-administrative structure of the GDR, the population structure and the conditions and possibilities resulting from them for the development and local distribution of libraries and their use by the population.

With respect to the various services, especially the immediate access to library resources by the citizens, the scope of a library is in fact limited (relating to physical distances, transport and communication). On the other hand the establishment of efficient libraries, however, depends on the number of the inhabitants, i.e. on the potential users of the respective area of the library.

Thus the question has been raised how the public libraries can best realize their aim to guarantee services within a certain regional structure by exploiting appropriate funds

and staff and applying suitable methods.

In this respect adequate access, availability and lending of resources, provision of all the services linked to these activities have proved to be a problem of location respectively of space and time, a problem of structure and networks.

Characteristic features such as mobility of books, documents and other materials contribute to solving this problem and result in various possibilities of local distribution of resources and institutions and an appropriate library organization and service on the basis of the division of labour. There is a close interrelation between the location of resources and the development of library networks. In the long run library needs existing everywhere in the country can only be satisfied appropriately by the public libraries within the development of networks and resources depending on each other.

In line with the primary objective it is a matter of what resources should be made available where and to which extent, what services should be provided by which institution within the structural frame and network.

Resources that are requested for permanently and everywhere have to be shared systematically on the whole area and have to be made accessible on local level.

Resources that are not requested for permanently have to

be included in resources centres designated for certain larger areas and have to be made accessible immediately on regional and supra-regional level.

Such resource centres are systematically established step by step in connection with networks.

2.2. Development of public library networks

Linkage among public libraries in local and regional networks is one of their characteristic features depending on their function and nature.

Public libraries are not able to implement their activities alone but they have to be integrated in a library network systematically organized on the basis of resource sharing. An individual library is not to be considered a locally restricted institution that is run isolated but a part of a local and regional network being affiliated to the state-wide library system.

The creation of special groups and types of libraries within the network and of libraries with certain network functions are directly related to this phenomenon.

The individual institution has to be developed and has to operate in connection with the whole network. The network has, in turn, to be organized and developed in accordance with the direct requirements of all the institutions concerned.

The individual library institution as an element of a regional network

- is a centre having resources available for its immediate sphere of activity that may be shared within the whole network,
- is a lending centre extending services to other libraries participating resp. not participating in the network,
- provides services to local and regional networks,
- exploits services of other networks and channels services to them.

The public library is represented by a great variety of independent but interrelated institutions.

The basic types of public libraries cover

- libraries in villages and smaller residential districts run by non-professional part-time librarians on local level,
- libraries in villages and towns with more than 3,000 inhabitants run by professional librarians on local level,
- rural central libraries run by professional librarians being resource centres for several communities resp. for the libraries of those communities on local and supra-local level,
- municipal and district libraries being the central libraries of a district capital and resource centres as

well as centres responsible for methodologically instructing the public libraries of rural districts on local and regional level,

- municipal and county libraries resp. general research libraries of the counties being the central libraries of county capitals and resource centres as well as scientific methodological centres responsible for instructing and guiding the public libraries of a county on local and regional level.

Basic networks including public libraries on the basis of resource sharing and co-operative activities consist of

- local library networks with the following structural units: central library, branches, lending stations, bookmobile,
- regional networks of rural districts including libraries of a rural district (village libraries, smaller town libraries, rural central libraries) run by non-professional part-time and professional full-time staff and being instructed by municipal and district libraries as resource and methodological centres,
- regional networks of counties including the libraries of one county run by professional librarians with municipal and county libraries resp. general research libraries being their centres.

Co-operative activities among local or regional networks also cover libraries attached to other legal entities on the

basis of agreements.

Within library networks different methods of the division and distribution of labour result from different activities and operations. Depending on size and efficiency of particular institutions, their resources, the number of their staff, their position within the network different kinds of linkage (concentration and centralization) and of structuring (decentralization) of the respective areas are possible and necessary taking the socialist principle of co-operation as a basis.

Requests on public libraries, even on the smallest one, are characterized by the task being effective in general for every library and being the invariable feature - making resources available for everybody. There are only differences concerning the realization of this objective: different collection development, different access to resources, equipment, tools, technologies, ie. concerning their professional level and their resources as variable features.

Interrelations between individual institution and network, resource sharing and co-operation among local and regional networks supplementing and pervading one another characterize the public library as a basic structural unit that depends on the society and its ways to realize its global concerns and objectives.

Collection development resp. specialization concerning

resources has to correspond to local conditions and social requirements. At the same time library services have to be guaranteed in general by configurating relations among the public libraries' areas. That means to create efficient public libraries for larger areas and to link them to less efficient libraries, to develop, extend and complete already existing regional networks.

2.3. Final remarks

Particular responsibility for the organization of the public library network and its various elements was assigned to local authorities being their funding and representing authorities.

The principle of socialist democracy, the organic relationship of central governing bodies to the systematic planning of fundamentals of the overall social process with local authorities being autonomous and solely responsible for the social life of their regions, is also applied to library development.

Efficient local and regional library networks raise relevant questions of appropriate and effective multitype co-operative library activities among libraries that are subordinated to different authorities, institutions and organizations.

Based on their position and their role played in the area

as part of the library system deciding on its structure the public libraries of counties, districts, towns and villages being institutions of local governmental authorities take particular responsibility for developing appropriate and effective co-operation, co-ordination among multitype libraries depending on the respective local socio-economic structures and library positions.

It would be easy to show just a few good examples of our Republic.

With regard to the general library development the point is in this connection to develop a needed relation among highly independent parts of the library system resp. libraries as components of such parts, i.e. stable forms of organization and efficiency of the national library system for the benefit of every citizen in town and in the countryside.

July, 1982

Working group on the impact of information technology upon libraries serving the general public

Mandata and composition

The developments of information technologies - particularly in the areas of microelectronics, telecommunications and data processing - and through the interaction of these, electronic communication is rapidly changing the traditional methods of creating, storing and disseminating information.

Inside IFLA extensive work on the subject of information technology is already carried out by many groups. The Section on Public Libraries, however, considers it very important also to examine the many aspects of the impact upon libraries serving the general public, and the Section therefore wishes to set up a working group with the following assignments:

To assess the changing needs of the communities served by the libraries, and to suggest ways in which the libraries can respond to these in order to meet the new requirements upon library services and upon the library professionals.

To evaluate how the libraries, as a consequence of adopting new technologies, can utilize these and thereby improve and extend their services for the benefit of the users/non-users.

To discuss the implications of new information transfer processes on the overall role of libraries in society.

To consider ways in which the libraries and library organisations can influence the developments in the information technology area as to ensure that the needs of the libraries and their users are taken into consideration by the information industry and by the policy-makers.

Below are indicated some areas which may be influenced by the information technologies:

Area: _____	Suggested topics _____
Range of media	Tele- and videotex services Videotapes Videodiscs Databases (bibliographical and factual)
Bibliographical control and availability of publications	Library networks Document delivery systems Library catalogues Indexing systems ("Brainware")

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User groups	New media - new users? Handicapped users Outreach to library-distant areas
Management	Aspects should only be discussed when they are expected to influence user services.
Staffing	Education Professional ethics Monopolization (expertization!)
Policy-making	The "no charge"-principle. Libraries/librarians as "active" information workers The role of libraries as information centres in the future

It should be stressed that this list of areas and topics are merely indicative and does not attempt to exhaust the wide range of subjects relevant for discussions in the group.

According to decision taken by the Professional Board the working group shall co-operate with the Section on Information Technology.

Composition

At its meeting in Copenhagen, 4th December, 1981, the SC of the Section of Public Libraries decided, that the working group should consist of 5 members from:

Denmark (the secretariat of the Danish Library Association)
Germany
Latin-America
Africa/Asia
United Kingdom

The secretariat of the Danish Library Association should initiate the work - primarily to be carried out by correspondence - and the following experts have been nominated for the working group:

Professor Günther Beyersdorff, Deutsches Bibliotheksinstitut
County librarian Peter Gratton, Derbyshire County Libraries
Professor Ana Maria Magaloni de Bustamante, Mexico

An unspecified number of corresponding members may be appointed.

The working group shall submit a preliminary report to the Section of Public Libraries to be presented at the IFLA-congress in Munich, 1983, with a final report to follow in 1984.

IFLA Council 1982

Division: Libraries Serving the General Public

SECTION: Public Libraries

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Report of the Working Group on Library
Service to Ethnic and Linguistic Minorities
(1981-1982)

For Meeting No. 75 SI

REPORT OF THE WORKING GROUP ON LIBRARY SERVICE TO ETHNIC
AND LINGUISTIC MINORITIES 1981-82

It is a great honor to have been requested to present the second annual report of the Working Group on Library Service to Ethnic and Linguistic Minorities. I would like also to express, in the name of the Group, thanks to the chairman of the Division of Libraries serving the general public, Mr. Daugbjerg, for having scheduled our meeting as part of the divisional programme. Traditionally library services to ethno-cultural communities are considered the domain of public libraries, but people who need and use our services are also in schools and hospitals, old age homes and various institutions, even prisons. It is, therefore, particularly important that we have today the opportunity to share our thoughts and the results of the year's work with so many people, and listen to your suggestions.

I wish also to apologize to those who will feel that the results achieved since Leipzig are not too impressive. But those of you who worked on the basis of correspondence only know that it is not the most efficient method of work, particularly in view of the present quality of postal services in many countries. In addition, one of our members could not, aside of an initial input, participate in any meetings nor endeavours undertaken. I myself am a corresponding member who can attend the annual meeting only. As a result, it left only Mrs. Kragh-Schwartz and Mr. Gulyas to discuss matters together at occasional meetings.

Despite these difficulties and reduced membership, enough progress was achieved during the year to generate a good discussion and to allow some decisions to be taken as well as to provide directives for the coming year.

At the meeting in Leipzig last year a number of areas of concern for the Working Group were depicted. The following were identified as most important:

1. To explore the possibilities of a clearinghouse of publications and research information on library service to ethnic and linguistic minorities.
2. To explore the possibilities of a regular forum of communication.

.../2

3. To continue the search for corresponding members from countries other than those with which we already cooperate, in order to ensure input and a steady flow of information from as many parts of the world as possible.

Before I present the results of our search for a suitable clearinghouse, it will be useful to review the general philosophy of such a centre and the goals we planned to achieve through its establishment.

Library Service to Ethnic and Linguistic Minorities are an obvious area for international cooperation. However, in many countries, the work is being done in relative isolation in the framework of general library service studies, and reports prepared in connection with the services contain usually much information of general interest but remain often in the format of unpublished working papers. Much information of interest becomes buried in local reports and proceedings, or printed in library publications not freely available internationally. It would, therefore, be most beneficial to have one centre where all countries would deposit related documentation. In practice, it would be the duty of the contact person or organization in each country to ensure that copies of documents unpublished, or published with limited distribution, or bibliographic information about commercially published documents, be deposited in the centre. The centre would make information about new publications including place and mode of acquisition for non-commercial documents, available to all those interested by preparing lists or using established vehicles of communication such as journals or current bibliographies.

In locating such a clearinghouse, there are two important considerations - first, its capability of compiling, publishing and distributing a regular bibliography, and secondly, a location which would make it reasonably accessible for researchers. It may be difficult to find a single clearinghouse that could fulfill both these requirements, and it may be necessary to accept a compromise. The most realistic solution might be the establishment of the clearinghouse in a library which publishes a regular current bibliography to which everybody can easily subscribe. This clearinghouse would be the main deposit centre. To facilitate direct access to the collections, one or two additional centres could be established. Their task would be to acquire the material listed in the bibliography in an exhaustive or selective manner according to interest in the area. I am convinced that in most cases copies could be secured free of charge to deposit with the centres.

This scheme can obviously be questioned, and its rationality challenged, but these were assumptions accepted by the Group in the search of a proper location for the clearinghouse. Suggestions were sought by members of the Working Group but only a few libraries were listed as possible sites.

After a thorough consideration of all factors, the Working Group would like to suggest the library of the Ecumenical Migration Centre as the most appropriate location of the IFLA clearinghouse on library services to ethnic and linguistic minorities. EMC is interested in various aspects of migration and ethnic communities, such as politics, social work, urbanization, industry, law and education, including library services, and has extensive collections relating to these areas. Their library is called Clearing House on Migration Issues (CHOMI) and publishes a quarterly annotated bibliography CHOMI-DAS. It should be stressed that the listings of other documents pertaining to various aspects of migration and multiculturalism would be an added bonus to librarians, and would provide them with access to related material of interest. CHOMI has also an excellent reprint service at reasonable prices which my library uses regularly to our complete satisfaction. Miss Kati Sunner, head of CHOMI, has kindly agreed to undertake this task, if requested to do so.

Another possible location would be the Commission for Racial Equality in London which already collects documentation on all aspects of multi-ethnic community activities, including librarianship. However, as far as we understand, it is not publishing any bibliography at this point. The viability of starting a bibliographic bulletin should be investigated, as well as the possibility of a reprint and photocopies distribution service.

The third possibility would be the library of the Polytechnic of North London. Its School of Librarianship has done outstanding work in the field of multiculturalism, and published many useful series of reports on both ethnic minorities and the resources available to them. No investigation was done as yet regarding the possibilities of publishing a current bibliographic bulletin, nor providing document reproduction services.

A possible solution would be to locate the main clearinghouse at CHOMI in Australia, and locate a second research centre in one of the above-mentioned locations in London. It would be undoubtedly advantageous to also locate a third research center on the American continent - though no effort has yet been made to find a library willing to undertake this function.

The second issue to which the Working Group addressed itself was to find a regular vehicle of communication. We are pleased to report that IFLA Journal is willing to provide the Working Group with space to report news and current information. It is an important achievement and we are most grateful to Mr. Papp for his generous offer. We hope that it will be possible to establish a distinctive name for our column and we invite everybody to submit suggestions. We are also soliciting all our corresponding members, indeed all librarians interested in the field of library services to ethnic and linguistic minorities, to regularly send news for the column to Mrs. Kragh-Schwarz. We are looking for news about local developments in our field of interest, information about meetings, seminars and conferences of interest, new publications, new appointments etc. In the area of acquisition, of general interest would be information about useful selection tools, specialized acquisition sources, new publishing houses, changes in import/export policies for printed and audio-visual material etc. The third area about which the Working Group would like to hear from the field is that of public relations, especially ways and means of assessing reading needs of linguistic minorities and attracting potential users to the library. The interest and usefulness of the column will depend on the variety and quality of information it will contain!

The next area on which we would like to report is the establishment of a network of contact people throughout the world. Letters were sent to 50 library associations. To date positive answers were received from 30 people representing Australia, Canada, Colombia, England, Federal Republic of Germany, France, German Democratic Republic, Holland, Malta, Mauritius, Norway, Sweden, Singapore, Turkey, United States and USSR!

We are very pleased with such a response but would like to enlarge our network to make it really comprehensive. We are particularly interested in having representation not only from the host countries but also from the countries of immigration such as India, Pakistan, Turkey some African countries etc.

One of the main points in the mandate of the Working Group was to "establish recommendations for the supply of materials". In line with this objective the chairman contacted the Round Table of the National Centres and the Children's Libraries Section. It is hoped that it will be possible to arrange a meeting with both groups during this congress and establish a workplan for the year.

That concludes the report on the year's activities. The mandate of the Working Group leaves us another year of existence. It is hoped that the work will progress, and we will present a final report at the next IFLA meeting in Munich.

In closing, the members of the Working Group would like to point out that although the ground for international cooperation in the area of library service to ethnic and linguistic minorities has been broken, only a very limited number of goals can be achieved in a three-year period. If true international cooperation is to be developed, it is essential that the Working Group be transformed into a permanent body such as a Round Table.